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To the Graduate Program:

This project, entitled “Promoting Story in the ESL Classroom” and written by Viviana Lenis Galeano, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

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PROMOTING STORY IN THE ESL CLASSROOM

Proposal for MA in TESOL

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This paper was prepared for ENG 6900 Teacher as Researcher and Practitioner: Final Project
taught by Dr. Plaisance

Abstract

Stories are one of the most enjoyable activities for students. These fictional journeys enhance their imagination, motivation, and creativity. Therefore, teachers need to take advantage of students' attitudes towards this learning tool to learn and create effective strategies based on their interests and ability to use storytelling in everyday life. Stories engage our curiosity, improve creativity, makes us feel empathy with others, and it is a natural way to transmit information since our brain is wired for story (Cron, 2016).

The final product for this project is a blog for ESL elementary teachers. The platform consists of five modules. Teachers will find lesson planning, articles and videos that will help them to create meaningful and purposeful activities based on a story. The first module explains the importance of storytelling for ESL and how story is connected to the brain. The second module integrates math and science subjects in the elementary classroom. The third module consists of developing a lesson plan to improve listening and speaking skills in ESL classrooms. The fourth module integrates reading and writing skills, and the last module incorporates all of the four skills in a project. Teachers have access to practical resources while navigating the blog.

Dedication

I would like to thank God, my family, and all people who support me throughout all these years of preparation. They are my strength, so I dedicate this thesis to them.

Acknowledgements

I would like to express my sincere gratitude to my advisor Dr. Michelle Plaisance for the continuous support in my project, for her motivation, enthusiasm, and knowledge. I would also like to thank Dr. Jason Cooke and Dr. Paula Wilder for reviewing my work and providing constructive feedback.

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Chapter 1: Introduction

Every day in North Carolina public schools, students arrive from different countries.

Some of these students have been part of an education system in which English is not their first language. They arrive at the American school system with limited skills to communicate in the language of instruction. Many of these students start receiving ESL services that may result in categorizing the students in small groups: push in and pull out ELLs. The intention is to help these newcomers achieve English language proficiency with daily instruction based on the four language skills: reading, writing, listening and speaking.

Every year, students categorized as the English Learners must take the WIDA test. (WIDA). This standardized instrument is an English language proficiency assessment that students take to measure English proficiency level in listening, speaking, reading, and writing. This WIDA test is also a placement assessment that allows teachers to provide instruction depending on the student level, monitor academic achievement, and provide professional development for ESL teachers. In North Carolina public schools, only 52% of ELLs graduate from high school for a total graduation rate of 83.9%. (Sanchez, 2017). North Carolina is also a state that has sizeable growth in immigrant populations in the last 5 years. (Sanchez, 2017). For this reason, it is essential that ESL teachers provide a quality education that meet the needs of the ELLs. ESL teachers must integrate the four skills, supporting students in learning vocabulary, mastering content and using language in context. Last semester I had the opportunity to study “Story” with Professor Fortson as one of my elective courses, and I was amazed by how our brains are wired for story.

I had heard before about storytelling and some techniques using tales, personal narration, and literature.

However, I believe that not many teachers have been exposed to or know about storytelling as a learning tool, or and that human brain craves story. Therefore, I developed a workshop for ESL teachers to show the science behind story and the important elements that story provides when learning a second language.

The English language learners in my community will benefit from the use story because this is a powerful and effective tool to help students to remember, motivate, connect with others, and learn a language. Haven (2007) wrote that stories are an efficient way to teach and communicate. He explained that story is not only information, but it is also a way of organizing information, a system of informational elements that creates essential context. The story features also help students to be engaged and increase their memory and attention.

Cron (2012) indicated that humans are hardwired for connection and story connects people using empathy. Our ESL students need to share their stories and share the traditions that are part of their beliefs and customs. Sharing stories in ESL classroom is a great opportunity for teachers and students to share experiences and their different realities.

Through this project, I present different resources that guide the teachers to plan and carry out activities based on stories. Wajnryb (2003) explored story as a tool for teaching and learning, as well as for teaching language. Stories contribute to educating a person in an intellectual, emotional and moral way. Wajnryb (2003) claimed that “story has the magic to transport the reader beyond time, ethnicity, space, and language” (p. 4). About teaching language, the author explained that language is the tool we use to make representations of our experiences. The author used narrative features as tasks or input to implement narrative activities inside the classroom. Wajnryb (2003) provided complete lesson plans with language focus, level, time, preparation, procedures and variations for all the activities. She also included

different texts that are the resources teachers need when developing the lesson. This book served as an inspiration for the kind of support my project intends to provide classroom teachers working with English learners.

Chapter 2: Literature Review

In this chapter, I review literature related to storytelling and cultural identity. First, I provide some definitions of story and the importance of stories, dating back to ancient times. I then move to examine the neuroscience of storytelling and how and why our brains love stories. Later, I outline research conducted in the education field focusing on the benefits of story in the classroom. Stories are an ideal tool for learning because they provide meaning, support retention, make emotional connections, promote creativity, and contribute intercultural understanding to language learning. Finally, I summarize the strategies that teachers use to incorporate storytelling in the classroom to improve the four language skills.

Story- Some Definitions

Collins's (2019) dictionary defined story as "a description of imaginary people and events, which is written or told to entertain". Story is also defined as a sequence of important events that happened to a character and that is orally narrated (Collins, 2019). The dictionary also provides various synonyms for the term story, including tale, narrative, record and romance. (Collins, 2019). These two definitions complement each other because the first suggests that stories only derive from people's imagination. A story is also a "particular kind of narrative discourse identified by its structure, features, content, and language" (Rana, Padhy, Padiri, Nandinee, & Vincent, 2014, p. 178). According to this perspective, story has three elements that are unique to its form: setting, characters and plot. Although they may be described separately, these elements, as the authors noted, are always connected (Rana, Padhy, Padiri, Nandinee, & Vincent, 2014). Finally, story has other important elements, such a theme and time, and genre. Stories can be fictional, or non-fictional, and they can even be written either in prose or verse

form. Haven (2007) remarked that the following definition is based on what the mind does and differs from the dictionary definitions that focus only on a plot: “A detailed, character-based-narration of a character’s struggle to overcome obstacles and reach an important goal” (Haven, 2007, p. 79). Stories create meaning because they are based on characters facing obstacles and creating solutions to improve their situations.

Cron (2016) went beyond these definitions and clarified that story is not only made to entertain, but to transform. She remarked that story is a way to make sense of the world because the characters live through many changes and transformations during the narratives and the audience experiences the same feelings (Cron, 2019). She also explained that the characters learn and prepare themselves for unknown events by living different experiences, facing challenges and accomplishing important goals. Cron (2019) indicated that every story affects us because it shows the struggle of characters and the transformation they have at the end of the story. Building from this allegorical viewpoint, she suggested that individuals do not use story to run away from the real world, but to make sense of their daily lives and to operate within their unique reality (Cron 2019).

Considering the definitions given above, story serves as a powerful medium that can be written, read, or told. Students will be affected and transformed by the stories they read, hear or write. Story is a creative form and in illustration that has been part of humanity for centuries, stories are engaging tools which are used to make sense of the world (Cron 2019).

Storytelling in the Past

The moment a child is born many parents expose their children to bedtime stories, lullabies and tales. These stories are later going to be part of the daily life and shape people’s

identity. Golden (1997) explained that stories outline the way people perceive and understand the world. Humans have enjoyed stories since the earliest of days. Zipes (2012, as cited in Van Pelt, 2018) stated that humans have told stories since the moment they could speak. Zipes, (2012) added that in ancient times, people used stories to warn about dangers, to mark special events, or to explain difficult subjects with fairy tales and legends. Unfortunately, there are no records or proof of these stories in written format, but there is visual proof. Thirty-six thousand years ago, scientists found a cave in France that contained what has become known as the Chauvet Cave paintings, which seem to be described as a volcanic eruption (Neuendorf, 2016). During human history, many important stories have marked and influenced people's thoughts and behavior (The 50 Most Influential Books of all Times, 2019) *The Bible, the Odyssey, the Divine Comedy, Don Quixote, Crime and Punishment, and the complete Works of William Shakespeare* are all stories that have shaped collective identities across multiple cultures. There are stories that have endured the test of time because they offer life lessons that are timeless and classic societal artifacts.

The Neuroscience of Storytelling

In 1944, the psychologists Fritz Heider and Marianne Simmel created a 90-second film as part of an experiment focused on apparent behavior (Heider, & Simmel, 1944). The film consisted of two triangles and one circle moving in different directions (Heider, & Simmel, 1944). The scientists discovered that people started creating meaning while watching a short movie. Most of the participants created stories, characters with feelings, and recounted events in which characters had a purpose to fulfill. Building on this groundbreaking research, Zak (2012) conducted an experiment using two different stories. In the first story, the characters were walking during the whole film, and the participants showed no interest in it. The second one

consisted of a father telling a story about his child who was dying from the disease of cancer (Zak, 2012). The scientist took a blood test before and after people watched the film and found out that after watching the video of apparent behavior, the brain released two chemicals, cortisol and oxytocin (Zak, 2012). The cortisol hormone benefits attention and facilitates the focus on something important. Oxytocin is connected to care and empathy. These emotions help people feel more human and sensitive to others' situations. Based on the finding of Zak (2012), the brain is stimulated by narratives producing different emotions and bonding with others.

In the same way, Philips (2017) introduced what he called the "angel cocktail", a very powerful tool that helped people to relax, focus, and to feel empathy with others. He explained that while listening to a story, hormones and neurotransmitters can be released (Philips, 2017). The neurotransmitters released three hormones: dopamine, oxytocin, and endorphin. Dopamine is connected to motivation, memory, and the focused on something important. With oxytocin, people feel trust, generosity and can bond with the storyteller or characters of the story. The last one is endorphin, and when this hormone is released, people feel relaxed, more creative and focus easily. Phillips (2017) stated that storytelling helps people to live the characters that we watch in movies and other stories because they engage people emotionally, show different points of view and connect the audience to the past experiences.

Another essential point about story is memory. Williams (2012) clarified that stories have a logical connection with time. He described that the brain is continually reevaluating the past, and at the same time it makes inferences about the future events of the story (Williams, 2012). While the audience listens to a story, they start feeling emotions such as joy, sadness, fear, envy, hopelessness, grief and many more others. Memory begins to make connections with lived experiences while experiencing different emotions (Williams, 2012). It stands to reason that

humans can, therefore, bring back memories and make connections with the new information while listening to or reading a story.

Williams (2012) illustrated the story sequence with three sentences: the wolf is stealing from the forest. In the second sentence, the audience learned the wolf is hungry. In the third, they learned the wolf is hungry for them. He explained that the brain put the pieces together in a logical sequence. While people listen to a story, they can focus better because they want to know what the next event is. The connection with logical events while experiencing emotions is what gives value to stories, concluded Williams (2012).

The Effects of Story in the Academic Setting

After reviewing the benefits of what story does in people's brains, I also investigate the effects of story related to logical thinking, storytelling to improve motivation and creating a sense of community. These three themes are based on the receiver and how different skills can be improved or have an impact on the learner (Haven, 2007).

Stories create motivation to learn and pay attention.

As English language teachers, we want to increase the motivation of our students. Smith (2019) stated that there is an impact on how students learn when motivation increases. The energy level of the students raises, and the determination of accomplishing different goals make a change in their personal lives. Liu (2016) explained that stories attract and engage the less motivated students no matter their age is and to engage. Liu (2016) also suggested that true-life stories, stories back in time and fictional are a powerful tool in the classroom to engage the students.

Foelske (2014) studied the effects of storytelling on students' engagement and motivation. The researchers used the center-project base activity that consists of the

methodology they used to teach language arts. This research answered the following questions: “Does digital storytelling affect student engagement in the classroom? Does digital storytelling affect student motivation in the classroom? And, “Does digital storytelling improve student literacy skills?” (Foelske. 2014. p.4). This study was a literature review that used digital storytelling to increase motivation and engagement and improved the literacy skills and content knowledge because they create, visualize and analyze digital stories to share with an audience. The use of stories in the classroom allows students to talk about their personal experiences and take control of their learning process (Skinner & Belmont, 1993).

Stories create sense of community.

Every person has a story to share. Rogers (2011) indicated that every individual experience is possible to interlace a common experience, finding a common ground, and the values of the community. Rogers (2011) explained that stories support the community by creating connections, building empathy, revealing common values and showing the consequences from people’s actions. This is the example of the Inuit families in Canada of how parents use storytelling to discipline and control kids anger. This is an Iqaluit tradition in Canada that has passed through generations (Rogers, 2011). Inuit Parents do not yell at their children but use oral stories to teach the correct behavior. For instance, if a child walks too close to the water, the parents say that monster will put you in his pouch and drag the children down to the ocean and adopt them out to another family (Rogers, 2011).

Story structure improves logical thinking.

The structure of the story supports the reading comprehension process. Haven (2007) explained that storytelling helps not only improve reading comprehension but the development of other subjects such as Math and Science. The National Council of Teachers of English (1992)

has suggested that storytelling should be incorporated in the school because it is a great vehicle to pass information (NCTE 1992): Numbers, History facts and science can take the form of narration and be more meaningful and easy to remember for the listener (NCTE, 1992). Wu (2019) added that the sequence of story, the characters, and the behavior of the character teach the students social codes. Story provided different scenarios and actions for students to understand how characters perform in different situations. In essence, students may imitate or learn from their heroes and apply those experiences to real life.

Stories also can be used in the math classroom to improve students' logical thinking. Zaskis and Liljedahl (2009) presented different activities in the math classroom to engage students, to promote excitement, creativity, and inspire students to think about and understand difficult math concepts. Stories create empathy with the students and make the material more accessible and relevant for the learner (Zaskis & Liljedahl, 2009). To keep the engagement of the students, teachers could end the story with a problem-solving activity to increase motivation and the interest to learn the subject (Zaskis & Liljedahl, 2009).

Stories improve listening and speaking reading, and writing skills.

Listening, speaking, reading, and writing skills should be taught to meet the standards and develop the communicate skills of the students. Listening and speaking skills are interconnected and work simultaneously in real life situations involving language use. The integration of both skills will develop effective oral communication in the ESL classroom. Reading and writing are very important skills in the ESL classroom. Teachers should present challenging materials and writing tasks to students so they can develop the competencies in reading and writing necessary to communicate effectively in the second language. (Sadiku, 2015)

In the committee on storytelling (NCTE, 1992), English teachers shared all the advantages story offers to improve the four language skills. Listeners being engage while evoking important memories, students sharing their personal experiences, thoughts, and feelings. Reading fantastic stories to acquire vocabulary and improve their writing skills are some of the contributions that narration brings to an English language classroom.

Listening

Davies (2019) conducted a case of study using storytelling to implement story to develop the listening skills of young adult students. The course was created for Japanese students who were learning English for three months. Davies (2019) retold the sequence of events and occasionally discussed the story or the meaning of it. At the end of the course, he asked students to give him feedback and most of the students said that they acquire great listening skills that allow them to retell the stories, express their thoughts, and communicate with others. (Davies 2019). Similarly, Ellis and Brewster (2014 as cited in Santos, 2018) indicated that listening is not a passive activity because students can learn new information and recall their background knowledge if the educators consider the students' English levels when planning the activities. In addition, Santos (2014) commented that when students listen to a story, they pay attention to gestures, movements, tone of voice, and match the visual aids with the language that they hear. When listen to stories, students are also imagining the next events, in the unfolding plot, predicting the meaning of the words, and gaining the structure of the target language more generally.

Speaking

Pardede (2011) stated that short stories serve as a source to teach listening because activities like dramatization, improvisation, role playing and discussions, He added that students

can improve the listening skills by practicing oral reading or retelling a story (Pardede, 2011). Rezende, 2016 carried out a study to investigate the role of storytelling in developing oral interactions in elementary schools' learners in Taiwan. The classes were story-based classes with the support of a book. It was a two-month study in which 35 learners participated. Li and Seedhouse (2010) found an increase in a spontaneous oral production, students' interactions, and vocabulary acquisition. Furthermore, students were more motivated to participate actively in the story-based lessons as compared with the standards lessons. Li and Seedhouse suggested that storytelling is an effective pedagogical tool in promoting social interactions in the L2 classroom because stories allow to plan student-centered activities that promote communication in authentic language context in the classroom.

Reading

Reading is one of the most important skills for ELL students because it helps them to build vocabulary, comprehension, and improve their overall literacy. Hickman, Durodola, and Vaughn (2004) conducted a read- aloud practice in a first-grade classroom to promote vocabulary learning and develop comprehension skills in students with reading difficulties. They used storybooks in the read-aloud sessions to expand vocabulary, content knowledge, while also increasing listening and comprehension skills. The books were one or two levels above the students' grade placement. Selecting of vocabulary words, previewing stories and vocabulary, reading-aloud with guided comprehension discussion, re-reading passages and summarize them are some the elements that this study implemented with the ELLs to improve their literacy skills. Hickman, Durodola, and Vaughn (2004) also investigated the effect of using short stories on the development of 5th graders' reading comprehension skills. This research answered the following question: "Is there an effect of using short stories on the development of 5th graders' reading

comprehension questions” (p.3). This experimental research included 87 students at the Korean Palestinian Basic School in the Hebron District. Students were assigned to an experimental group that was taught by the short stories’ technique, while the control group was taught by the ordinary method, English for Palestine. The authors concluded that using stories in the classroom produced better outcomes in students reading skills, enriched the vocabulary, and improved their comprehension skills.

Writing

Storytelling serves as a model to create writing pieces and is based on the telling of a narrative by the teacher or the student with the intention of eventually recording the story in written form. Nicolini (1994, as cited in Miller & Pennycuff, 2008) stated that there are two ways that storytelling positively impacted the students’ writing processes. The first one is that when the student read or listened to a story, they identified the audience and the purpose of the story they were reading. Then, when students started drafting their writing piece, they searched for the appropriate vocabulary and they received feedback from teachers and peers.

To summarize, storytelling is a powerful tool to use in the ESL classroom. Studies have provided important findings about how the brain is wired for story and the meaningful connections the human being does when listening to a story. Characters, heroes, events, and plots are elements that make the brain feel many emotions such as empathy, relaxation, and excitement. Story provides context when new information is provided and helps the listener to connect memories with the new content. Story is also a great tool to foster curiosity and to expose students to the English language and a resource that students can use in their real-life practice.

Many investigations in this area have shown that story beneficial for ESL students.

Stories in the classroom improve the four skills, increase memory and motivation, enrich their vocabulary, story provides context, demonstrates how written language is organized, improve reading comprehension skills, cultural understanding, and logical thinking. Storytelling is fun and provides opportunities to create meaningful activities to improve the four language skills and support students in the process of learning a second language.

Chapter 3: Project design

Stories are one of the most enjoyable activities for students. They enhance imagination, motivation, and creativity. Therefore, teachers need to take advantage of students' attitudes towards this learning tool to learn and create effective strategies based on their interests and facility to use storytelling in the everyday life. Stories engage our curiosity; creativity makes us feel empathy with others, and they are a natural way to transmit information since our brain is wired for story (Cron, 2016).

As a result of research related to the effectiveness of story, I have developed a tool to teach teachers how to use story in the ESL classroom. Wajnryb (2003) explained that stories are used in the classroom as a teaching tool because story provides comprehensible input, as well as use of the language in real contexts, both of which are the main conditions to learn a language. Stories also have moral and didactic goals: fables, tales, historical narrations all serve as a teaching and learning tool in the classroom. The elements of the story, such as climax and conflict engage students in what is happening in the story and help them relate to personal experiences. All these aspects show us story is a powerful tool to use in the ESL classroom.

Despite the limitless resources that educators can access, they often struggle to use them effectively for their lessons since stories are usually considered a tool to entertain and review comprehension questions rather than promote learning to consolidate the four language skills. One of the reasons for the underutilization relates to the lack of knowledge of how to address stories towards content instruction. Most of the time teachers use stories to develop reading strategies and improve students' vocabulary. I have found difficult to integrate story into one

task that develops more than one language skill. For this reason, I present a variety of lessons and activities that teachers can use in the ESL classroom.

The final product for this project is a blog for ESL elementary teachers. The platform consists of five modules and each one is designed to use in the elementary school. Teachers will find lesson planning strategies, articles and videos that will help them to create meaningful and purposeful activities based on story. Sadiku (2015) explained that using activities that by incorporate several language skills in one task, allow students to progress in all areas of language learning. The main purpose of using the four skills is that they allow teachers to create contexts to exchange real information, scaffold students' progress, and expand students' confidence. This last aspect is very important because it allows students to know they are successful in the process of acquiring a second language.

The first module is a Powtoon video explaining the importance of storytelling for ESL and how story is connected to the brain. After watching the video, teachers will add words related to a story the concept story in a word cloud. Teachers will read a PDF article and answer five questions in the first module quiz. The second module integrates math and science subjects in the elementary classroom. Teachers will find a lesson plan to focus on math. This lesson plan will integrate stories and develop different skills while teaching math content. As an assignment, teachers must plan a science lesson choosing one of the three science standards I provided. After this activity, each teacher will read, analyze and make comments to two peers about the lesson plan the teachers uploaded. The third module consists of developing a lesson plan to improve the listening and speaking and skills in the ESL classroom. I have uploaded a video with a lesson for a pull-out group in an elementary setting. The teachers will write the planning for the video they watch. To finish this module, teachers will peer respond to at least two of their classmates.

They will also answer some reflection questions to analyze the different lessons that were posted. The fourth module integrates reading and writing skills. Teachers write a story together in a forum. Each teacher will have a designated time to write a part of the story. When the stories are written, each teacher will choose one story and create a lesson plan based on one skill (speaking, listening, reading, or writing). I provided an example based on one of the four skills. The last module integrates the four skills in a project. Each teacher will upload the steps of the project in a PowerPoint that is narrated with Adobe Spark. The teachers will choose one folktale from their home country and add pictures and comments about the project they developed.

Chapter Four: Project

The present project contains a blog with five modules to guide ESL teachers to use story in the classroom. Story is a powerful technique that enhances motivation creativity and meaningful interactions, and this blog shows some examples of using that great tool to assist the English language learners. The activities are planned to support ELLs' abilities and provide opportunities to practice and build a strong foundation of the four language skills. By having these resources available on the internet, it is expected that a greater number of ESL/teachers will benefit from using them. The blog can be accessed at the URL

<https://storyintheeslclassroom.blogspot.com/>

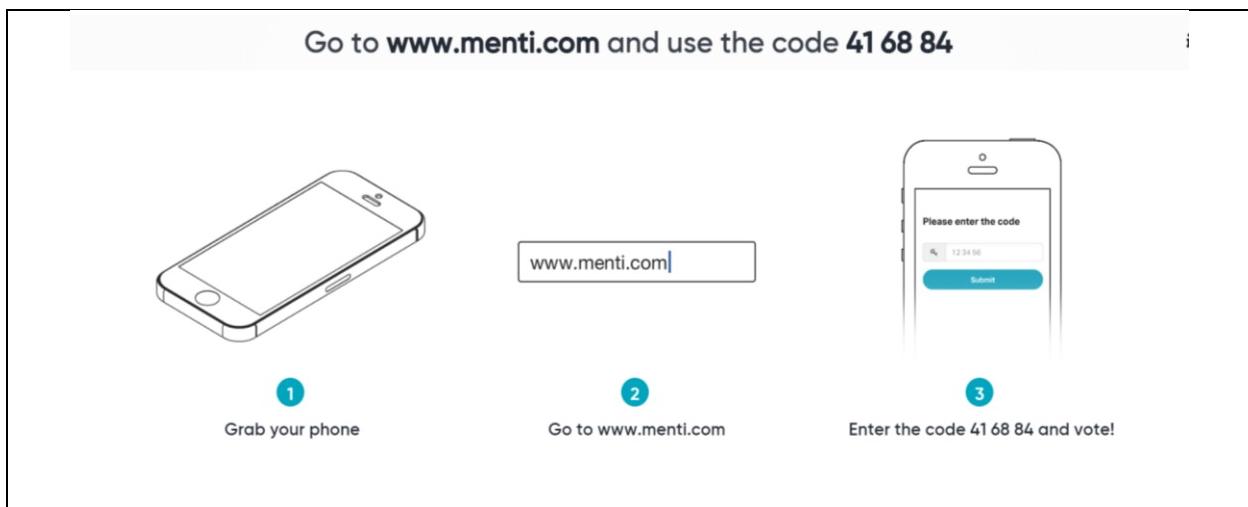
Teachers are allowed to use the lesson plans that are in the blog to upload their own in a drive folder and also comment to their peers about the activities proposed and lesson plans they create. The standards developed in planning are taken from English as a second language standards, and the first-grade mathematics standards provided by the North Carolina Department of Public Instruction.

The screenshot shows the homepage of the 'Story in the ESL classroom' blog. The title 'Story in the ESL classroom' is displayed prominently at the top. Below the title, there is a navigation bar with five tabs: 'Module 1', 'Module 2', 'Module 3', 'Module 4', and 'Module 5'. A date 'Friday, November 22, 2019' is visible. The main content area features a 'Welcome' post. The post text reads: 'Welcome to Story in the ESL Classroom Blog. This platform consists of five modules that is developed to support ESL elementary teachers. Tutors will find lesson planning strategies, articles and videos that will help them to create meaningful and purposeful activities based on story.' At the bottom of the post, it says 'Posted by Viviana Lenis at 3:00 PM' and 'No comments:'. There are social media sharing icons. On the right side, there are two sidebar boxes: 'About Me' (with a profile picture of Viviana Lenis and a link to view her complete profile) and 'Blog Archive' (listing '2019 (1)', 'November (1)', and 'Welcome').

The first module is a Powtoon video explaining the importance of storytelling for ESL and how story is connected to the brain. Teachers can read a PDF article to analyze and comment about the importance of Story in the ESL Classroom. These are the questions that will guide the discussion.

- With your own words, what does story mean in the classroom setting?
- How do you use story in your lessons?
- Taking into account the uses of story, (p. 2-3) how would you connect those in an ESL class?
- Why do you think story is an ideal tool for learning?
- Considering the three kinds of stories, which do you think is most suitable in the ESL context?

Teachers can add words related to a story and the concept story in a word cloud to share the most meaningful words related to the story concept.



The second module integrates math in the elementary classroom. This lesson plan integrates stories and develops different skills while teaching math content. This is a creative lesson plan in which teachers find guided practice, games and a worksheet for students to practice subtraction.

Lesson Plan # Module 2

Subject: First grade Math	Central Focus: The students will use story problems to understand the concept of subtracting. They will also solve math problems and create new stories.
Essential Standard/Common Core Objective: NC.1.OA.1 Represent and solve addition and subtraction word problems, within 10, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Date submitted: November 2019 Date taught:
Daily Lesson Objective: Students will be able to understand the subtraction concept through stories. Students will be able to use objects to subtract within 10.	
21st Century Skills: Communication: when sharing and retelling the story. Collaboration: when working in pairs, subtracting with the dice.	Academic Language Demand (Language Function and Vocabulary): Vocabulary: take away, subtract, counting, count back, dice, how many, lefts.
Prior Knowledge: Counting up to 10. Subtracting within 10	

Activity	Subtraction with stories	Time
1. Focus and Review	<p>The teacher reviews the vocabulary: subtraction, take away, equals, left. and ask students the meaning of those words. After that students listen to the song about donuts that reviews the concepts.</p> <p>https://www.youtube.com/watch?v=CbiSXUNqPMw&t=91s</p>	10min
2. Statement of Objective for Student	<p>Teacher explains that they are going to study subtraction and practice it with objects and dice while listening to different stories.</p>	2 min.
3. Teacher Input	<p>After watching the video, teacher asks what happened with the donuts and why there were zero strawberry donuts left.</p> <p>Teacher chooses three students to be part of the story. Students sit down in a circle to listen to the story:</p> <p>Once upon a time, Juanita was in Walmart with her mom and they bought 10 cupcakes. Then, she met a friend from school named Tah'mere and gave him three donuts. He was very excited and thankful.</p>	10 min
4. Guided Practice	<p>Shoulder partner activity: Students take turns to retell the same story to their classmate.</p> <p>Then, from a bag they take out a question written on a piece of paper.</p> <p>How many cupcakes Does Juanita have at the beginning of the story?</p> <p>How many cupcakes did she give to Tah'mere?</p> <p>Does Juanita have the same cupcakes at the end of the story?</p> <p>Students socialize the answers and the teacher explains some strategies to take away and find the result. Some strategies are number line, drawings and, manipulatives.</p>	10 min.
5. Independent Practice	<p>Dice to subtract. Students work in pairs. Each couple gets a number dice and a dot dice. They play to take away the number dice to the dot dice using one of the strategies explained before. The teacher models the activity.</p>	10 min.

	When she walks around to monitor what the students are doing, she encourages them to tell a story with the numbers they got.	
6. Assessment Methods of all objectives/skills:	Students answer a <u>worksheet</u> with two problems. 1. There is a story problem and students write equations and drawings to show the answer. 2. There are two dice and the students retell a problem taking into account the numbers they got.	
7. Closure	Exit ticket: Math worksheet	10 min.
8. Assessment Results of all objectives/skills:		
Targeted Students Modifications/Accommodations		Student/Small Group Modifications/Accommodations Students are going to work in pairs to write the dialogue and practice it orally. Teacher is going to create the groups so intermediate students help the beginners.
Materials/Technology: smartboard or projector, dice, math worksheet.		

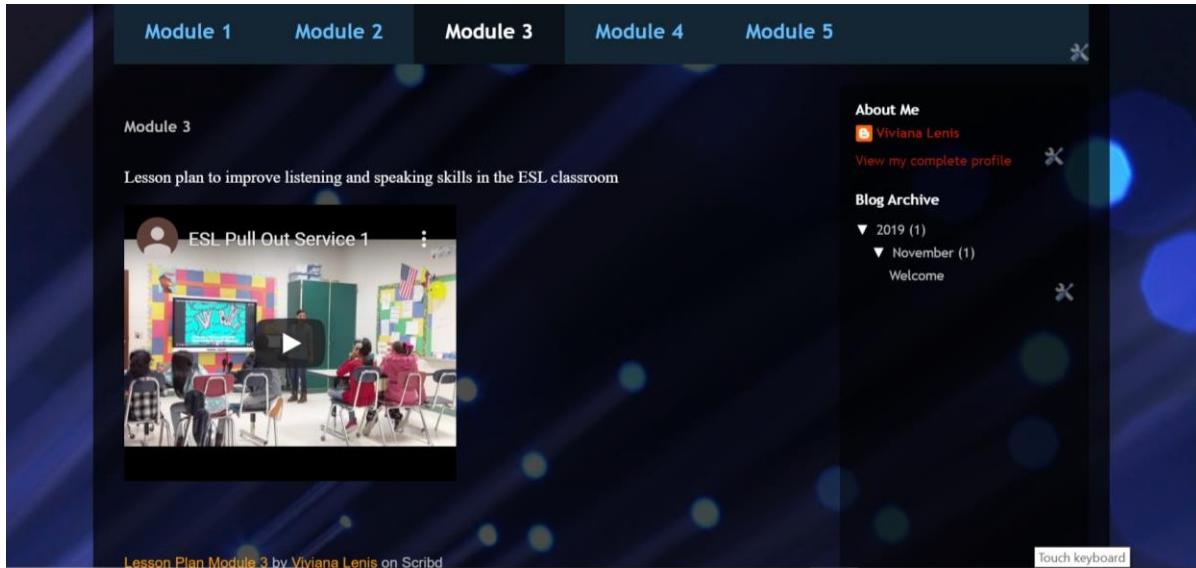
Worksheet

1. Once upon a time Milena had 9 stickers that the teacher gave her as a birthday present. She took the stickers home and gave 4 to her little brother. How many stickers does she have left? Use a strategy to show your answer.



2. Retell a story problem with the numbers you got in the dice.

The third module develops listening and speaking skills in the ESL classroom. I have uploaded a video with a lesson for a pull-out group in an elementary setting. Teachers can comment about the lesson and the necessary changes to apply it to the participants' context.



Lesson Plan Module 3

Subject: ESL class-pull out	Central Focus: The students will retell a folktale based on a video in order to enhance their listening and speaking abilities.
Essential Standard/Common Core Objective: Essential Standard: English language learners communicate for social and instructional purposes within the school setting. With visual, graphic, or interactive support, as necessary, students can sequence pictures of read aloud stories (e.g., beginning, middle, and end).	Date submitted: N/A Date taught: N/A
Daily Lesson Objective: Students will be able to use sequence words when retelling a story. Students will be able to understand a story through images and videos.	

21 st Century Skills: Communication: when sharing and retelling the story.	Vocabulary: one day, once upon a time, then, after, finally, hollow gourd, clutched, spill, wisdom, wise.
Prior Knowledge: Sequence words	

Activity	Retelling a folktale	Time
1. Focus and Review	Retelling stories to improve listening and speaking skills.	10min
2. Statement of Objective for student	Students are going to retell an African folktale.	2 min.
3. Teacher Input	<p>Students listen to a folktale from Africa. If necessary, repeat the story to facilitate comprehension. https://www.youtube.com/watch?v=zG9eknk6mqw The teacher helps students understand the story by asking questions such as:</p> <p>What is the title of the story? What is the name of the main character? Where does the story happen? What is the problem of the story? What was your favorite part of the story?</p>	10 min
4. Guided Practice	<p>The teacher displays a PTT presentation https://drive.google.com/file/d/0BxdSKye9PI6VbHpNTi0tWlZPTjRwZDZVbUVISmFxTS12Vmjh/view?usp=sharing.</p> <p>The slides have some pictures and key words from the story that will help them retell the main events. Students take turns to retell the folktale.</p> <p>Teacher reviews this vocabulary for students to use it while retelling the story: <u>one day, once upon a time, then, after, finally, hollow gourd, clutched, spill, wisdom, wise.</u></p>	10 min.
5. Independent Practice	Students draw the ending of the story and decide if they want a happy or tragic ending.	10 min.
6. Assessment Methods of all objectives/skills:	Students share their drawing and endings using the key words provided to retell.	
7. Closure	Students decide what ending was their favorite.	10 min.

8. Assessment Results of all objectives/skills:	
Targeted Students Modifications/Accommodations	Student/Small Group Modifications/Accommodations
Materials/Technology: smartboard or projector, dice, math worksheet.	

The fourth module integrates reading and writing skills. I provided an example in which different teachers wrote an interesting story. I developed a lesson plan focus on an ESL standard provided by the North Carolina Department of public instruction.

Subject: Third grade ESL class.	Central Focus: The students will write an invitation card taking into the account a story the teacher read to the class.
Essential Standard/Common Core Objective: Essential Standard: English language learners communicate for social and instructional purposes within the school setting. Produce extended responses of original text approaching grade level.	Date submitted: N/A Date taught: N/A
Daily Lesson Objective: Students will be able to write an invitation card. Students will be able to listen to a story and answer comprehension questions about it.	
21 st Century Skills:	Academic Language Demand (Language Function and Vocabulary): Vocabulary:

Communication: when sharing and retelling the story. Collaboration: when working in pairs, subtracting with the dice.	celebration, date, time, place, location, attend, party, RSVP.
Prior Knowledge: Yes or no questions Past tense	

Activity		Time
1. Focus and Review	Warm up: Students play hot potato and teacher asks the following questions: Do you like birthday parties? Why? Have you ever had a surprise birthday party? Have you ever been part of a surprise party? No, would you like to have one?	10min
2. Statement of Objective for Student	Teacher explains that students will create an invitation card for a surprise birthday party.	2 min.
3. Teacher Input	Teacher presents a story and asks the following comprehensions questions: What happened first in the story. what happened later? What happened at the end? What were some places the main character visited before going outside? How did the child feel when he saw everybody outside? How do you think his mom invited his friends to the surprise party?	10 min.

	<p>Where is my mom?</p> <p>Once upon a time, I woke up and my mom wasn't there. I felt scared and I cried: "Moom". The silence grew as I listened more intently for any response. Then I thought, this couldn't be happening, my mom was here.</p> <p>I knew Mom loved those flowers so I cleaned them up for her. Now I needed to find her. That is when I noticed that the back door was slightly open. As soon as I stepped outside the silence was unnerving. The garden was empty for a second until it wasn't. From behind the trees emerged all my friends holding balloons and right in the middle stood my mom. With a smile, she whispered: "Happy Birthday".</p>	
4. Guided Practice	<p>Teacher presents the most important vocabulary showing pictures of different cards and pointing the different parts of an invitation card: celebration, date, time, place, location, attend, party, RSVP.</p> 	10 min.
5. Independent Practice	<p>Teachers explains that students must create an invitation card from mom's point of view.</p> <p>With prompts students create their own invitations.</p>	15 mi.

6. Assessment Methods of all objectives/skills:	While monitoring, teacher assess students' piece of writing using a checklist	
7. Closure	Teacher put all students' names in a bag. Each student picks a name from the bag and gives the invitation to the student he chooses. Students write on a paper if they accept their friend's invitation or not.	10 min
8. Assessment Results of all objectives/skills:		
Targeted Students Modifications/Accommodations	Student/Small Group Modifications/Accommodations	
Materials/Technology: Anchor chart story, bag with class names, ball.		
Reflection on lesson:		

The last module integrates the four skills in a project. Each teacher will upload the steps of the project in a PowerPoint in a shared drive. The teachers will choose one folktale from their home country and add pictures and comment about the project they developed. I uploaded in the a PPT presentation with ideas that can help to integrate the four skills.

Chapter 5: Conclusions

Nowadays, ESL teachers are using books, worksheets, manipulatives, and other technology tools to support ELLs and provide activities that help them to develop listening, speaking, reading and writing skills. Storytelling is a tool that helps educators to develop creative activities and give students confidence to use the target language with meaningful opportunities to practice language in real-life situations. The goal of this project is to offer materials that consider story as a main teaching technique in the ESL classroom, and provide resources that help teachers to plan based on this powerful practice.

It is necessary to provide useful resources for teachers to help them save time and find platforms that help them share ideas and receive feedback from their colleges, and find videos, texts, lesson plans, that guide them to use story as a main resource in the ESL classroom. The story in the ESL classroom blog is a platform that is easy to access, provided a variety of resources, videos, lessons plans, and opportunities to comment and analyze the resources I uploaded. This blog has five modules and it is designed for educators that are willing to improve their practices and share their experiences while using story. Teachers are encouraged to plan their own lessons using stories, to share them in a drive folder, and to receive feedback from the blog participants.

Creating this project has been a wonderful opportunity to think about teachers, the available time teachers have to study, and take courses or professional development opportunities to improve the teaching practices. One of my weaknesses is using technology in my classroom and this was a great opportunity to create a free online tool that supports other educators. I also have the hope that more teachers will decide to use virtual platforms to teach and create engaging activities for ELLs. It was also a challenge to think about the needs of

ELLs and develop lessons plans that integrate the four language skills. For this reason, I am looking forward to the comments that teachers make when visiting my blog. I plan to continue updating my blog and keep uploading resources created by me and other ESL teachers who desire to share their experiences.

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